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ABSTRACT

Based on the academic improvement of a sample group of students who participated in a loosely structured human potential seminar, a syllabus was prepared for future seminars at North Greenville College, a small, private, church-related community college in South Carolina. The following thematic objectives were used for the course: learning to work in groups; self-understanding and personal goal setting; personal values clarification; planning for the world of work; development of listening, communication, and study skills; and long-term goal setting. Due to limited staff resources, 15 students was the suggested size for the 15-week, three hours per week seminar. The Brown-Holtzman Survey of Study Habits and Attitudes, the Tennessee Self-Concept Scale, and the Strong-Campbell Interest Inventory were used to provide feedback on students' self-understanding and interests, and to evaluate their study habits. A reading list was developed, audio-visual materials suggested, and an evaluation form compiled. As an attempt to encourage seminar participants to communicate with the facilitator in a personal manner, a journal system was devised. A literature review and bibliography are included, and an appendix contains the class schedule of topics, organization of the student journal, a list of suggested student readings, and a course evaluation form. (MB)

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A MODEL FOR A HUMAN POTENTIAL SEMINAR IN A SMALL, PRIVATE JUNIOR COLLEGE

by
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ABSTRACT

It was unlikely that North Greenville College could successfully absorb the increased costs of recruiting and instruction unless the admissions process culminated in a larger percentage of graduates. The initiation of a human potential seminar could possibly result in increased self-esteem for students and the development of meaningful value systems. This, in turn, might affect their academic success, potential retention and chances for completion of degree requirements.

The purpose of this study was to develop a syllabus for a human potential seminar in a small, private junior college. It was prepared to enable any student-centered professional to conduct human potential sessions with a minimum of training.

In devising the format, the writer reviewed the human potential programs of a number of other institutions in order to glean ideas concerning course content, objectives, class size and the length of time for the course. Six "themes" around which modules of work could be built were synthesized from existing programs: (1) learning to work together in groups; (2) self-understanding and personal goal setting; (3) personal values clarification; (4) planning for the world of work; (5) developing listening, communicating and study skills, and (6) long-term goal setting.

Test instruments which would provide self-understanding, survey interests and evaluate study habits were chosen, a reading list developed, audio-visuals suggested and an evaluation form compiled.

As an attempt to encourage human potential seminar participants to communicate with the facilitator in a very personal manner, a journal system was devised. Students could write on a wide variety of subjects to be answered promptly by the facilitator and often invited to continue the

discussion in a counseling session.

Recommendations were made to the faculty for an early implementation of the program which would be open to all student and required of students enrolled in a one-year developmental program.

A MODEL FOR A HUMAN POTENTIAL SEMINAR IN A SMALL, PRIVATE JUNIOR COLLEGE

INTRODUCTION

For four consecutive years the catalogs of North Greenville College had listed, with the Developmental Studies offerings, a course entitled Psychology 030 - Developmental Seminar in Study Skills. The following course description was given: "Two one-hour sessions per week are devoted to discussions that help students to adjust to college, to understand themselves, and to develop goals and ways to reach them."

When questioned, no one on the present staff of the college remembered the course having been taught, although assistance with study skills had been offered in a variety of ways. The most recent efforts in this area had been made through units in the Developmental English and Developmental Reading courses to which the students were assigned on the basis of low Comparative Guidance and Placement Test scores. In addition, the Director of the Learning Center recalled that a rather intensified course in study skills and vocational information (for which one college credit had been given) was previously required of freshmen until the faculty member who taught the course retired.

In the spring semester, 1977, the Student Affairs staff at North Greenville inquired about the failure to teach a course in which they saw great potential value. A perusal of the minutes of past faculty seminars testified to the fact that Psychology 030 as described, or some variation of that type of course, was mentioned for several years as a project which the faculty should seriously consider. Ultimately, it was decided by the Academic Dean that failure to offer the course was based

on no other reason than that no person on the staff had the interest in teaching it or felt qualified to do it.

At that point, May 1977, the writer, a counselor, volunteered to conduct a one-semester experiment in human potential work with freshmen volunteers during which time the course content would be explored as students' needs and interests surfaced. No formal course syllabus existed when the experiment commenced and none was produced as a result of the course because there was no guarantee that Psychology 030 would be a regularly scheduled course offering.

Heath studied the emergence of student development programs in private liberal arts colleges and concluded that this was the most natural setting in American higher education for student development experimentation. (1974:16) The initiation of these courses was described by Mitchell (1976:5) who found the typical human development curriculum was developed by the counseling and student personnel staff and administered by the dean of students.

To satisfy the requirements of the Learning Theory module, the writer proceeded to conduct a learning experiment using an experimental design which provided, by block random sampling, experimental and control groups numbering twenty-seven each. The study was designed to measure whether participation in a loosely structured Human Potential seminar experience would result in any appreciable difference in the mean G.P.A.'s for the fall semester, the mean number of academic units completed by each group, and the rate of retention as measured by the percentage of students returning for the next semester.

A one-tailed t-test with the accepted level of significance set at .05 was used to measure the difference in the first two variables.

The results indicated a significant statistical difference in the mean grade point average of the experimental and the control group. There was also a significant statistical difference in the number of semester hours completed by each group. An observed difference of 3.7 percent occurred in the number of experimental group students who returned for the spring semester as compared with the control group students (Silver:1977:ii). According to the college's Institutional Research Committee, a non statistical survey of the two groups at the end of the spring semester, 1978 revealed that the experimental group had continued to have a higher mean G.P.A. (2.36 as compared to the control group's average G.P.A. of 2.20) and the E group had completed an average of 2.9 more semester hours than the C. group. Of greater interest to the writer was the fact that twice as many C group members had completely withdrawn by the end of the second semester.

Based on this very limited but positive evidence of academic improvement on the part of the experimental group and on the assumption that the retention of students could be equated with extra income, the following recommendations were made to the North Greenville College faculty in April, 1978:

1. The Institutional Research Committee should continue to follow the academic progress of the two groups in the study.

2. The Counselor or an instructor with competency in group work should be permitted to conduct human potential seminars in fall, 1978.

3. The Development Office should attempt to secure funds to finance the human potential experience for seventy-five freshmen per year for the next five years.

4. The Curriculum Committee should change the name Psychology 030 to Psychology 131 - Human Potential Seminar. (Silver, J.:1973:iii)

At that faculty meeting, the recommendations were approved with the additional change that the course be offered for three hours of regular college credit instead of the previous three hours of institutional credit. Following this decision, the writer was asked by the Dean of Instruction to develop a syllabus for a human potential seminar, to secure the necessary materials (audio-visual and reference) to support the instruction, and to train at least one other member of the Student Affairs staff to conduct seminars. (Sierk:1978) Since it had been requested that the work be done as soon as possible, permission was requested from the President for the project to be completed as a Curriculum Development practicum with the expectation that at least two sessions of Psychology 131 would be offered in the spring, 1979 semester. (Silver, G.:1978)

The purpose of this study was to develop a syllabus for a human potential seminar at a small, church-related junior college which would be prepared with enough thoroughness to enable any student-centered professional with a minimum of training to conduct one or more groups. A secondary purpose would be to initiate the procurement of the supporting materials (books, tests, visual aids, etc.) which would be necessary for an ongoing human potential program. Appropriateness of the topic for a Curriculum Development practicum was established by a statement of Herrscher, Roberts and Roueche in their manual for the module:

> At the conclusion of this course, enrolees will be able to (1) build and supervise courses that fit into the total curricular pattern of the junior college, and (2) translate their courses to students in a manner that maximum desired learning may be effected. (1973:3)

BACKGROUND AND SIGNIFICANCE

The decision to devise and implement a Human Potential Seminar at a small, private junior college which had been dedicated since its inception to the teaching of a strong liberal arts curriculum could be held back by a lack of understanding on the part of the faculty and a shortage of funds to implement any innovative ideas. MacMillian (1973:46) saw this reticence to embark on a student-centered course with ambiguous content as common while contending that the capability of providing these services already existed in every college. He described the question of whether such a program could be started in any institution as clearly "one of will, not means."

Any attempt to design a new course which must be "sold" to the Curriculum Committee and the faculty should begin with a clear understanding of the type of experience which would be gained by the student who enrolls, an overall view of the opinions of other educators concerning courses similar to that which was being proposed and a knowledge of the items which were usually included in such a course.

Fedell and Busky described the human potential experience as a "comprehensive program of analyses which include diagnosis, testing, remediation and consulting with the primary focus directed toward the student's present and future educational needs." (1975:3) "A structured, small-group experience founded on the assumption that something is right with the participant" was Lee's definition (1975:20) while Ludwig's Human Development Model at Colby Community College was called "a curriculum of personal concerns which utilizes some form of small-group process to facilitate personal development (1975:4)."

The purpose of the "human encounter" as McHolland called it

(1969:5) was "to help each person discover what it is about himself that he can like and build upon--in short, to increase his humanness by changing his way of feeling and thinking about himself." In a later article Trueblood and McHolland elaborated on the basic thrust of the human potential group process:

> It was developed with the express purpose and goal of assisting persons to gain a more positive self-image. It was assumed that self-concepts are learned, that no one is born feeling inferior, inadequate or superior. If one has learned to think of himself negatively, then he can learn to think of himself in more positive terms as well. (1970:2)

Having described the process, it was wise to ascertain what educators who have used it and observed it see as its value. "Most everyone desires to become a better person," Brewer wrote, "however, it is hard to improve unless we have some idea of what we are and what we want to do." (1976:ii) McHolland believed that "the human potential experience should provide the structure in which a student can learn to run his own life rather than be run by his impulses or other people." (1971:3)

Tamashiro proposed that human potential teachers are expected to lead students down what he called "the royal road to self-actualization" while unleasing students' potential emotional, spiritual, intellectual and physical talents. (1976:2) This student growth was characterized by Rogers as increased self-awareness, self-identity, self-expression and the achievement of emotional stability. (1973:3) "An important educational tool for developing adequacy in interpersonal relations and in self-acceptance" was the evaluation of the human potential movement by Patricia Cross (1976:184). Kleeman (1974:1) similarly thought that many students could benefit from a course of this nature because it:

(1) focuses on the whole person, (2) slows intense caring for people, and (3) has as its central significance personal values, purposes and goals. Focusing on the needs of the student was considered as highly important by Dallas who wrote, "The personalization of the college experience can be considered one of the factors needed to prevent attrition regardless of ability or lack of it." (1971:31)

When a decision is made to introduce human potential activities into the curriculum, what areas of information, skills or development goals should be included? Although widely differing units of instruction and participation were found in models for human potential seminars, reoccurring themes presented themselves:

1. small group work
2. self-understanding and personal goal-setting
3. values clarification
4. listening and communication skills
5. career orientation

The importance of students learning to relate successfully to each other in small group settings usually emerged at the beginning of each discussion of human potential experiences. Cias' Major Applied Research Project listed among the main purposes of human development instruction the need to "create a supportive environment where the student may learn to effectively communicate with others." In addition, he felt that each student must establish a reference group where he/she could openly express concerns and that students should learn to talk about their personal feelings with others. (1975:171)

Comas and Day proposed small group activities as one of the primary methods to be used in self-exploration activities as did O'Banion and

O'Connell (1970:42) and Varelas who wrote, "the primary underlying assumption of the Human Potential Seminar is represented in the small group approach." (1973:8) That the groups be "structured and positively oriented" was stressed by Trueblood and McHolland (1970:3) "Some form of small-group process to facilitate personal development" was a primary curriculum prerequisite of Ludwig (1975:4) who also was concerned with the creation of a supportive environment.

In addition to successful group relationships, self-understanding and personal goal setting were consistently stated as priorities for a meaningful human potential curriculum. The general objectives of William Rainey Harper College's Human Potential Seminar stated:

> It has been suggested that most people only use about 10% of the human potential that is theirs. This includes the entire potential that belongs to us: the potential to be creative, to feel, to think, to enter into meaningful personal relationships, to develop one's self as a rather complete human being. (1975:4)

Kleeman believed that the aim of Kendall College's human potential program was to create "greater participation, awareness of, and respect for, human potential--their owr as well as others." (1974:1). His view of student development goals was shared by Rogers whose aim in the program at Mississippi State University was "to foster personal growth as experienced through increases self-awareness, self-identity, self-expression, and the achievement of emotional stability." (1973:3)

In The Release of Human Potential, McHolland stated that the purpose of the human potential philosophy "is to help each person discover what it is about himself that he can like and build upon it." (1969:4) He was convinced that a student can increase his humaness by changing his way of feeling and thinking about himself. Carl Rogers wrote that learning, for which he believed human beings have a natural potential,

involves "a change in self-organization--in the perception of oneself" (1969:159) and Brewer saw the self-evaluation by students as a recognition of what they were working toward plus the development of a list of traits and goals which could be used to describe people who are apparently successful. (1974:1)

Values clarification as a necessary part of self-development was increasingly recognized. Fedell and Busky described their study as one conducted to assess whether the stated objectives of the human potential seminar do, in fact, build a system of values that can be beneficial to scholastic achievement. Defining a value as "something that has either intrinsic or extrinsic worth to the student" (1975:3) they stressed the need for students to develop a value system consistent with their future needs.

An exercise for the explanation of values was offered by Kleeman to those planning a human potential experience in their institution (1974:11,12) and Varelas stressed values by writing:

> It is during this critical period that a student establishes his identity and begins to formulate life values which will be implemented in his selection of a career. New goals are established and as he begins to recognize his strengths, his commitment becomes more specific and realistic. (1973:3)

Similarly, the fifth phase of the Human Potential Seminar program at William Rainey Harper College focuses on the identification of personal values and the relationship of personal values to personal conflict. (1975:2) Their work in this area was described to prospective students thusly:

> Here an attempt is made to help a person identify and rank his values in their order of importance. Goal setting is then directly related to one's value system. This helps persons to begin to move in directions that put meaning into their lives.

The understanding of values is a natural corollary to setting both long-range and short-range goals." Personal goal setting and self-awareness" was the title of a module designed by Cias to teach this technique (1973:170). He suggested the use of both a personality inventory and an interest inventory to assist students in what might be their first conscious effort to set specific goals. McHolland, in his "The Release of Human Potential Through Human Encounter," offered a framework for goal setting which could be applied to both short-term and long-range goals. He said that they should be "conceivable, believable, achievable and measurable" in addition to being something that the person wants to do rather than has to or should do. (1969:7) Kleeman expressed this same idea about workable goals by advising that they be "specific, action-oriented, measurable, desirable and independent." (1974:2)

When an entire semester was to be alloted to the course content of a human potential seminar as was the plan for the course now being designed, there appeared to be time for the inclusion of a unit on the career plans of students which would cover specific material about the world of work. Beaumont et al specifically stressed this need for the liberal arts college student:

> Well planned career counseling and placement services are needed to make liberal arts college graduates more aware of the work world and their career options and to make them more competitive in the marketplace. (1978:vii)

Cias entitled his work-information unit in a human potential setting as "The World of Work," (1973:171) and Lee put career selection high on his list of topics to be included in a human potential seminar. (1975:88) He believed that the program should help the student to explore his vocational needs and stated that "many students fail to recognize that their educational program should prepare them for an occupation." (1975:119)

Dallas believed that students who are to be prevented from dropping out of college should be led to express preferences for various career options (1971:6) and Lee felt that a plan for a student-centered program at a community college could be partially justified by the fact that students could explore their vocational needs. (1975:119)

Depending again on the amount of time alloted for the courses, listening and communicating skills were frequently included in the syllabi. In an evaluation of his human potential seminar by former students one year after the course was completed, Busky asked, "Are you still sharing your goals and desires with others?" (1975:12) This important need to communicate what troubles or pleases a student was stressed by Cias (1975), Dallas (1971), Kleeman (1974) and Trueblood (1970). Ludwig, in planning for a human development model at Colby Community College in Kansas, set as one of his main goals "the creation of a supportive environment where students may learn skills in communicating with others." His purpose was to set up a reference group where students could test their behavior and then plan personal change (1975:4)

Cias suggested that listening and communication skills could be sharpened through a wide variety of techniques. He suggested listening triads, inner-outer circle exercises and role-reversal. (1975:20) It was also at this level of personal exchange in uninhibited discussion sessions that Cross saw hope for the student who was either underprepared or not self-confident. "Young people with personal problems," she wrote, "are unable to devote full attention to school work." (1974:80)

Few authors were willing to label one unit of human development instruction as more meaningful than the others. Rather, they chose to adopt an overall view of the value of the process as expressed by Goble

who described the Third Force as "an optimistic awareness that sets man free to be man, to create and grow, to control his choices and goals." (1970:60) In many instances, there was a strong resemblance between human potential goals and objectives and the Third Force or self-actualization concept first proposed by Abraham Maslow.

PROCEDURES

The human potential (human development) experience in institutions of all types and sizes from Prince George's Community College in Maryland to the University of Alabama had been described in great detail by a number of authors. In addition, the process was now old enough to have been extensively evaluated by such men as Joseph Kleeman (1974) and James D. McHolland (1969, 1971). Two major applied research projects for Nova University, Cias (1975) and Lee (1975) thoroughly investigated the process for the development of human development courses. In addition, Creamer had conducted in 1972 an extensive study of human development instruction for the Texas Department of Occupational and Technical Education.

It was not necessary, therefore, to devise a completely new format for a proposed course at North Greenville College. More wisdom was seen in reviewing existing programs and extrapolating information and ideas from a number of them which could be adapted to North Greenville's needs. After much evaluation of the direction which a human potential seminar should take, Lee concluded that it was doubtful if any one established program or any one previously set of objectives would fit the needs of an institution which was just planning a program. (1975:82)

With this need to amalgamate good ideas from a number of sources the writer reviewed the human potential programs of a number of institutions including Kendall College, William Rainey Harper College, the University of Alabama, Colby Community College and Prince George's Community College. The purpose of this review was to adopt successful programs for use at North Greenville College.

From the course outlines and descriptive literature for the courses reviewed, a determination was made of an appropriate description to

adequately cover course content. Similarly, course objectives were studied from the programs mentioned and others. This process was augmented by the lectures of John Roueche who stressed the development of affective objectives in the Curriculum Development module.

Many statements were made in the literature concerning the standard practice for class size in a human potential seminar and the number of hours which existing programs had alloted to this activity. After decisions were made about which of many course content options would be adopted for Psychology 131 and how much time would be alloted to each activity, it was possible to prepare a class schedule for a one-semester time frame. Additionally, the writer designed the course requirements and homework assignments which would supplement and expand the classroom experience.

The choice of standardized test instruments for this course was based on an assessment of which types of tests were most frequently used in existing programs. Information concerning the results which could be expected from the use of a number of instruments was gleaned from test manuals and from the Seventh Mental Measurements Yearbook.

A journal system to provide feedback on students' problems and interests was devised. Although counseling was primarily the task of the Counselor and the Chaplain at North Greenville College, the journal plan would elicit counseling behavior from any qualified facilitator who would be conducting the seminars in the future. An additional benefit would be the students' use of subjective writing.

An outside reading list which was developed included appropriate materials already available in the North Greenville Learning Center. It should be enlarged considerably since students could benefit from the

individual use of both the reading materials and audio-visual materials. The list of audio-visuals prepared for this practicum was skeletal in nature although it could be immediately purchased through a small grant from a consortium to which the college belonged.

RESULTS

A careful examination of a wide variety of human potential seminar course outlines resulted in both some very standardized items of course content and a myriad of suggestions for content which could be tailored to meet the needs of the school in which the course will be offered. The programs examined ranged in length from one or two days during the freshman orientation period to an entire semester. The writer's original supposition that human potential seminars were designed primarily for incoming freshmen proved to be untrue since many institutions offered seminars which were open to all students on campus on a continual basis, semester after semester. Examples were found of colleges which used the human potential concept with athletes, senior citizens, inmates in local correctional institutions and housewives who attended for continuing education credit.

There was a great deal of similarity and duplication in statements of course descriptions. Each was brief but concise in its attempt to appraise the student of exactly what he or she could expect to gain from the course. For the proposed course at North Greenville College, the following course description was written:

> Psychology 131. HUMAN POTENTIAL SEMINAR
> Three hours per week are devoted to discussions and activities that help students to adjust to college, to understand themselves and to develop goals and ways to reach them.

Additionally, the objectives of human development courses in both public and private institutions and in two and four year colleges were surprisingly similar. Each objective was completely student-centered with an emphasis on personal growth of an intellectual, social and emotional nature. Much emphasis was placed in all sets of objectives on the use of

the students innate and perhaps yet unrecognized potential. In reading objectives which had been stated over a nine-year period from the early human potential courses to those which were reported in 1977, the researcher gained the understanding that communication between students and introspection on the part of each individual were considered of much greater value than the imparting of factual information by an instructor. The main thrust of a number of sets of objectives which were reviewed was that the instructor, counselor or other leader of the group was to be primarily a facilitator since responsibility for growth rested with the students.

The following objectives were written to be used at North Greenville College:

1. To invite students to establish a reference group where they may openly express concerns.
2. To encourage the student to develop an interest in his or her own personal growth both intellectually and emotionally.
3. To urge students to learn to clarify their own values in relationship to others.
4. To assist students in making career plans based on individual competencies.
5. To encourage students to learn how to talk about their personal feelings with others.
6. To stimulate students to plan for short-term and long-range personal change using their strengths and abilities.

From these objectives a series of six "themes" around which modules of work could be built were synthesized:

THEME ONE: LEARNING TO WORK TOGETHER IN GROUPS

THEME TWO: SELF-UNDERSTANDING AND PERSONAL GOAL SETTING

THEME THREE: PERSONAL VALUES CLARIFICATION

THEME FOUR: PLANNING FOR THE WORLD OF WORK

THEME FIVE: DEVELOPMENT OF LISTENING, COMMUNICATING AND STUDY SKILLS

THEME SIX: LONG-TERM GOAL SETTING

The question of proposed size for a human potential group posed no problem since agreement had obviously already been reached on the size of a group which would provide the optimal level of attention to individual, and the most opportunities for participation. Kleeman set the cut-off at ten students (1974:20), William Rainey Harper enrolled ten to twelve per group (1974:1), McHolland said that ten to twelve could be accommodated satisfactorily and Ludwig established fifteen as the maximum size of the group. Due to limited resources, the immediate shortage of trained personnel and a successful experience with a larger group (Silver:1977:3), the writer chose fifteen as the suggested size for a human potential group at North Greenville.

As had been mentioned previously, there was much less agreement on the length of time for an effective human potential experience. If the training was not to be offered at the very beginning of the freshman year as a part of an orientation program, it usually lasted from seven to thirteen weeks depending on the amount of crexit awarded. North Greenville followed a semester system of fifteen weeks duration, the last week being used for exams. Courses which carried three semester hours credit as was proposed for the human potential experience normally meet for either fifty minute periods three times a week or one hour and twenty minute periods twice a week. The course content of a human potential seminar (which

could be emotionally taxing) seemed more adaptable to the smaller time frames.

A detailed class meeting schedule which is attached as Appendix A was compiled. This schedule included the date of the class (month and day), a one-phase description of the material to be covered in the class, and the assignment for the next session.

Test instruments which would provide self-understanding, survey interests and evaluate study habits were almost without exception a part of the human potential experience. In consideration of North Greenville's configuration as a two-year liberal arts college which was essentially educating transfer students, the following test instruments were recommended to be used in Psychology 131:

Brown-Holtzman Survey of Study Habits and Attitudes

Tennessee Self-Concept Scale

Strong-Campbell Interest Inventory

Appendices B and C are examples of an attempt to encourage human potential seminar participants to communicate with the facilitator in a very personal manner. Each student would be required to write six personal journals at intervals throughout the semester, using suggestions provided on a "reasons for the journal" instruction sheet. Journal entries would be promptly replied to and returned to the student, often with an offer to meet with the student to continue the discussion. Hopefully, this plan would provide for individual counseling even with students who would be unwilling to go to the Counseling Center. In addition, students would be encouraged to evaluate emotions, goals and values by verbalizing them.

A reading list (included as Appendix D) was prepared in

conjunction with the Learning Center. Students would be required to read one of the references and encouraged to read others.

The accumulation of audio-visual materials for a new course in a small, private institution would of economic necessity prove to be an incremental process. Ideally there would be a variety of audio-visuals which students could use on an individual basis. For the first session, the following filmstrips would be needed:

1. "Coping With Life" The Role of Self-Control
2. "Dealing With Stress"
3. "Your Emotions: The Coping Process"
4. "Developing Self-Respect"

All filmstrips could be purchased from Human Relations Media Center.

No new course should either be initiated or continued without provision for an ongoing evaluation of the student's reaction to the experience. Appendix E is a suggested evaluation form to be used in the classroom at the end of this course. To this should be added an evaluation of the seminars by the instructor (facilitator) and follow-up studies to ascertain what, if any, residual benefits were attained from participation in the experience.

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Many of Patricia Cross' NEW students (1974:27) were enrolling at North Greenville each year as evidenced by the increase in the number of sections in developmental reading and developmental English during the past three years. In addition, the college's Curriculum Committee had spent months in 1977-78 struggling with the formulation of a full-scale program of remediation. Some faculty members had expressed deep concern over this "watering down" of the curriculum inspite of Roueche's statement in Overcoming Learning Problems:

> The problems associated with remedial education in a college will not go away. In fact, the "problems" get more awesome each year as more and more students enter college without the verbal and quantitative skills needed to enroll, let alone succeed. (1977:ix)

Not only is the current college student, particularly in an open-door situation, greatly handicapped by his lack of basic learning skills, he or she brings to the institution many personal problems and little or no confidence in his or her ability to succeed.

North Greenville, like many other small, private liberal arts colleges, was currently caught between the idiomatic "rock and a hard place." On one hand, the inflationary spiral was draining its resources. At the same time, the dwindling student pool and competition from a nearby comprehensive community college threatened the fiscal health of this highly tuition-dependent institution. All of these factors emphasized the need for attention to programs which hold the promise of a higher rate of retention.

It was unlikely that this institution and many others with equally long histories of dedicated and sacrificial service on the part of the faculty and staff could successfully absorb the increased costs

of recruiting and instruction unless the admissions process was culminated in a large percentage of graduates. The initiation of a human potential seminar could possibly be an important determinent in an increased self-esteem for students and their development of a meaningful value system. This, in turn, could conceivably affect their academic success, their possible retention and their chance for completion of the requirements for an associate degree. In the final analysis, graduates mean alumni, a source of revenue which would play an increasingly important role in the fiscal future of institutions of higher education.

Using the rationale that positive self-regard is directly related to positive performance, it would appear that North Greenville College had nothing to loose in the extensive use of the human potential experience for its students. The sanction of the faculty having already been secured, the next step in the process was to encourage the Dean of Instruction to add multiple sections of Psychology 131 to the spring, 1979 schedule. The model presented in this practicum had been developed to the extent where members of the Student Affairs staff who had faculty status could, if they chose, assume the role of facilitator for one or more sections with little planning effort. As the program grew, the course content could be modified on the basis of evaluations by students and facilitators.

On the premise that the extensive offering of Psychology 131 - Human Potential Seminar would be beneficial to the students who enrolled as well as to the entire institution, the following recommendations should be made to the Dean of Instruction who could, if necessary, carry them to a higher administrative level:

1. In the absence of a Division of Developmental Studies, the course entitled Psychology 131 - Human Potential Seminar should be included under the offerings of the Social Science Division.

2. Multiple sections of Psychology 131 should be offered to all interested students beginning in spring semester, 1979. These sections should each be limited to no more than fifteen students.

3. The course should be taught (facilitated) by volunteers from the members of the Student Affairs staff who were faculty members or by qualified persons from the regular teaching faculty.

4. Psychology 131 should be considered as a prescribed course in the Curriculum Committee's proposed year of developmental (remedial) education.

5. Special provision should be made for funds to support this course until it could be included in the next year's instructional budget.

Rogers (1973:3) stated that getting the staff to change their attitudes and styles of relating to students was truly the challenge for anyone having the responsibility for initiating or leading student development programs. Further research was necessary on the most effective way to "sell" Psychology 131 to all of the faculty at North Greenville College.

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APPENDIX A

CLASS SCHEDULE - PSYCHOLOGY 131

1.	Fri. Sept. 1	Introduction to course Assignment: pp. 1 thru 28 in Text
2.	Mon. Sept. 4	Self-disclosure (small groups)
3.	Wed. Sept. 6	Use Kleeman's "Roadmap of My Life" Student Government speaker
4.	Fri. Sept. 8	Personal enfoldment (small groups) Journal due (1)
5.	Mon. Sept. 11	Administer Tennessee Self-Concept Scale Assignment: pp. 32 thru 55 in Text
6.	Wed. Sept. 13	Introduction to Learning Center
7.	Fri. Sept. 15	"Peak Experiences"
8.	Mon. Sept. 18	Discuss Tennessee Self-Concept Scale
9.	Wed. Sept. 20	Discuss short-term goal setting, write five goals in class Read pp. 56 thru 72
10.	Fri. Sept. 22	Administer Strong Vocational Interest Blank Journal due (2)
11.	Mon. Sept. 25	"Mind - Body" Awareness Panel
12.	Wed. Sept. 27	Filmstrip "Coping With Life"
13.	Fri. Sept. 29	Listening Triads - Identifying concerns of others
14.	Mon. Oct. 2	Filmstrip - "Developing Self-Respect"
15.	Wed. Oct. 4	Role Reversal Read pp. 73 thru 80
16.	Fri. Oct. 6	Make collages to describe personality - "What Is Important To Me?" Journal due (3)
17.	Mon. Oct. 9	Discuss collages
18.	Wed. Oct. 11	Introduce Maslow's "Hierarchy of Needs"
19.	Fri. Oct. 13	Interpret Strong Vocational Interest Blank Read pp: 80 thru 99
20.	Mon. Oct. 16	Discuss job market

Class Schedule - Psychology 131 continued.

21.	Wed. Oct. 18	Practice writing resumes, completing applications, job interviews
22.	Fri. Oct. 20	Discuss textbook readings to date Journal Due (4)
23.	Wed. Oct. 25	Discuss preparation needed for careers (job "trees"), general degree information Read pp: 116 thru 146
24.	Fri. Oct. 27	Students work in library on career report
25.	Mon. Oct. 30	Administer Survey of Study Habits and Attitudes
26.	Wed. Nov. 1	Discuss "How to Take Examinations" and "How to Do College-Level Written Work" Read pp: 154 thru 177
27.	Fri. Nov. 3	Discuss "How To Give An Oral Report"
28.	Mon. Nov. 6	Discuss Transfer information and pre-register for spring semester Journal due (5)
29.	Wed. Nov. 8	Discuss Survey of Study Habits and Attitudes Read pp: 183 thru 197
30.	Fri. Nov. 10	Sophomore students speaking on Study Habits Hand in outside reading report
31.	Mon. Nov. 13	Interaction with group of international students
32.	Wed. Nov. 15	Discuss long-term goal setting
33.	Fri. Nov. 17	Discuss "should" goals and "want" goals Write in-class essay on "Planning My Future" Read pp: 220 thru 227
34.	Mon. Nov. 20	"Strength Bombardment"
35.	Wed. Nov. 22	Filmstrip - "Dealing With Stress" Journal due (6)
36.	Mon. Nov. 27	Outside panel: "Goals I Have Set and Reached" Read pp: 228 thru 246
37.	Wed. Nov. 29	Compare original list of short-term goals with "Planning For My Future" (written Sept. 20)
38.	Fri. Dec. 1	Individuals sharing with group: "How My Values and I Have Changed"

39. Mon. Dec. 4 Same as last session

40. Wed. Dec. 6 Class social at instructor's home

41. FINAL EVALUATION - date to be announced

	Grade Points	
Attendance 40 days	1 credit each 2 extra credits for one day's absence 5 extra credits for no absences	40
Journals (6)	Up to 5 credits each	30
Quizzes	5 credits each	10
Collague (1)	2 credits	2
Outside Reading Report (1)	3 credits	3
Career Report (1)	5 points	5
Final Exam	10 points	10
		100

Final grade	95-100	A
	89- 94	B
	75- 88	C
	70- 74	D
	below- 70	F

APPENDIX B

PSYCHOLOGY 131

Self-Development Journal

_____ Date

_____ Student Number

Student's Comments and Questions:

Instructor's Comments and Questions:

APPENDIX C

PSYCHOLOGY

Reason for Journal

1. Growth - Where Am I - Where Am I Going?
   What is happening in my relationship with people?
   Would I like to change, and how?

2. Information - Eliminating points of confusion in your life.
   Asking questions as they arise about anything.

3. Expression - Getting things "off your chest"
   Trying to put your deepest feelings in words.
   Sharing some idea which interests you.
   Reporting something good which happened to you.

Ideas for Entries

1. Questions about curriculum, rules, transfer schools. events campus, grading system, financial aid, etc.

2. Comments on your personal problems, past or present and your adjustments to college.

3. Complaints about things happening to you either at home or at college.

4. Suggestions for improvements in this course.

5. Observations about your social life (or lack of it).

6. Reflections on some good or bad experiences.

7. Expressions of your creativity.

Information to be Recorded Weekly

1. Visits to college clinic.

2. Attendance at any social function or sports event.

3. Any traumatic experience such as an automobile accident, death or serious illness in immediate family, etc.

4. Your participation in extracurricular activities such as B.S.U., Choir, Clubs, Teams, S.G.A., etc.

Journal sheets are due on every other Friday, beginning on September 8th. Please write on a regular mimeographed journal form. All information will be held in strictest confidence. Instructor will return journals every other Wednesday.

APPENDIX D

OUTSIDE READINGS - PSYCHOLOGY 131

BOOKS

Jourard, Sidney M.	Self Disclosure - An Experimental Analysis of the Transparent Self.
Wagner, Maurice E.	The Sensation of Being Somebody.
Kennedy, Eugene C.	If You Really Knew Me, Would You Still Like Me?
Gale, Raymond F.	Who Are You?
Monstakas, Clark	Finding Yourself, Finding Others.
Lewis, Howard R.	Growth Games.
Armstrong, W. H.	Study is Hard Work.
Wright, G. G.	The Art of Studying.
Barker, Larry	Listening Behaviors.
Arnold, Arnold	Career Choices for the 70's.
McClelland, David C.	Human Motivation.
Endicott, Frank S.	A College Student's Guide to Career Planning.
Powell, John	Why Am I Afraid To Tell You Who I Am?
Powell, John	Why Am I Afraid To Love?

PAMPHLETS

Wrenn, C. Gilbert	"How To Increase Your Self-Confidence." (A Life Adjustment Booklet)
"Careers"	Institute of Research, Chicago. Research # 1

APPENDIX E

EVALUATION FORM

Dear Student:

It is our desire to refine and improve Psychology 131 in order that it might be a meaningful experience to all students who enroll. We are asking you to help with this improvement process by making an honest evaluation of the course. Your constructive criticism and your praise, if it is deserved, will be of great benefit.

I. Please put a Y ("Yes") in front of every statement which you consider true or accurate.

Put an N ("No") in front of every statement which you consider false or inaccurate.

If you don't understand the statement, feel free to ask for an explanation.

1. _____ The teacher was well prepared.
2. _____ I gained a deeper realization of my potential.
3. _____ The class met at the wrong time of the day.
4. _____ I was encouraged to explore new areas.
5. _____ The textbook was too difficult.
6. _____ I gained a greater self-confidence in my adjustment to college.
7. _____ I would have preferred two class sessions per week instead of three.
8. _____ There was too much written work.
9. _____ It was relevant in helping me make future course selections.
10. _____ There were too many tests.
11. _____ A regular faculty member should have taught the course.
12. _____ It was of little use to me in making future course selections.
13. _____ The journals were a valuable experience.
14. _____ I have a better understanding of the way people learn.
15. _____ The class was too formal.
16. _____ The small groups were a waste of time.
17. _____ It was definitely not suited to my interests.

page two - Evaluation Form

18. _____ I understand the grading system at the college better.

19. _____ I learned something about transferring to a senior college.

20. _____ There was too much reference to values and ethics in the class.

21. _____ It was well suited to my level of performance.

22. _____ This was an easy three hours of credit.

23. _____ I was bored many times during the semester.

24. _____ The class was too large for personal attention.

25. _____ I felt stimulated and motivated by the class.

26. _____ The teacher cared about each of us.

27. _____ I don't like to talk about my personal problems.

28. _____ It bothered me to think about long-term goals.

29. _____ There should have been more job information.

30. _____ This course is only good for new freshmen.

II. We would welcome your personal comments and suggestions concerning any facet of the course.

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